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ABSTRACT

The major thesis of this paper is that black colleges and universities are fundamental parts of the overall American society, which is fraught with change, oppression, chaos, and post-industrial problems; therefore, it contends, the survival of these minority institutions depends upon their keeping pace with today's technological trends. Based on a systems analysis paradigm, the paper reviews literature in three main areas: (1) the American environment (historically); (2) black colleges and universities; and (3) the contemporary social climate. It is emphasized that to survive, black institutions must be able to innovate, create, and be imaginative in developing programs in financing; goals, objectives, and purpose; and governance/administration. In conclusion, several positive normative modes of institutional action and behavior are suggested. (Author/GC)

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CRITICAL ISSUES AFFECTING

BLACK COLLEGES AND UNIVERSITIES IN THE 1980's AND 1990's

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by

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ABSTRACT

CRITICAL ISSUES AFFECTING BLACK COLLEGES AND UNIVERSITIES IN THE 1980's AND 1990's

This paper and brief study begins with an introductory section where the need, goals and objectives, methodology, organization, significance, and purpose, thesis are presented. The major thesis of this study is that "Black colleges and universities are fundamental parts of the overall American Society which is fraught with change, oppression, chaos and post-industrial trappings and that the survival of these minority institutions will parallel their aggressively keeping pace with, abreast of and/or ahead of today's increasingly technological society."

The plight of Black colleges and universities has paralleled that of Black people generally in this country-which is the "raison d'etre." This paper's goals and objectives are those of a conceptual study which can stimulate further discussion, thinking, and the creation and implementation of positive alternative futures for Black colleges and universities. The methodology used was a brief survey of the literature in three main areas: (1) A Historical Note on American Environment (2) Black colleges and universities and (3) The Climate of American Contemporary Society. The Systems Analysis paradigm was the theoretical framework through which this study was conducted.

This paper's organization includes the following major sections: I. Introduction, and Background, II. Review of the Literature, III. Findings and Discussion, IV. Implications and Policy Alternatives, and V. Summary and Conclusion. The purpose here is the improvement of Black colleges and universities. This topic is most significant in that most of this country's Black leaders are graduates of these schools. In a systemic-connectedness sense these Black institutions have an impact upon every person's future in this country.

Because of the scope of this topic, the review of the literature is primarily limited to assessing only two areas: (1) Black colleges and universities via: (a) financing, (b) goals, objectives and purpose and (c) governance/administration. (2) The second major aspect of this review centers on: the climate of American contemporary society via: (a) change, (b) sophisticated decision-making methods, and (c) post-industrial attributes as three significant trends.

The third set of findings and discussion is the intersection of the two primary subdivisions within the literature review. These two areas (or variables) are the need for development in three critical areas (i.e. financing; goals, objectives and purpose; and governance/administration). Further, it generally concludes that continued survival of these Black Colleges will be commensurate with their expertise and ability to innovate, create and be imaginative in term of program development and implementation in these three critical areas.

The last two sections on implications and policy alternatives and summary and conclusions generate several positive normative modes of institutional action or behavior that these minority institutions can take to survive. In short, these Black institutions are encouraged to continue to be creative, imaginative and innovative.

CRITICAL ISSUES AFFECTING BLACK COLLEGES AND UNIVERSITIES IN THE 1980's AND 1990's

by

*Bonnie J. Gillespie, Ph.D.

I. Introduction and Background

A. Need: Given the plight of Black Americans in this country today, it is incumbent upon Black educators and policy makers to look closely at our Black colleges and universities. Their lot is the same as that of the Black men and women in America. Black Americans have been discriminated against, bought, sold, dehumanized and treated like beasts of burden. Black colleges have been institutions that have experienced a similar lot. They have been under financed, used as political footballs and sources of controversy (Winston, 1971). Undaunted by such uncivilized treatment both Blacks and Black colleges have survived but not without injury.

As the only involuntary immigrants in America, Afro-Americans, or Blacks have experienced and survived almost every kind of horror imaginable. Furthermore the existence of Black colleges and universities came about as a result of the racist practices of the predominantly white colleges and universities (Black College Primer, 1980). The need for the education of the freed slaves over a century ago was great. And the need today is still great. Black colleges and universities despite everything that has happened during the last 100 years or more still are a significant providers of educational services to aspiring members of the Black community (Vernon 1973). For these reasons alone, we have the necessity to examine our Black colleges and universities.

B. Goals and Objectives: This paper is meant to be a conceptual study.

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it is designed to serve as a point of departure for discussing and thinking about the various alternative futures that Black colleges and universities may inherit or take. It is meant to be one of a number of building blocks in the foundation for educational policy determination within Black higher education.

C. Methodology: (1) Brief literature Review: This study is a brief literature review of three basic areas: (a) A Historic Note on the American Environment (b) Black colleges and universities and (c) the American contemporary climate. This selected body of knowledge will be viewed in the critical/analytical way. The breath of this literature under discussion spans back some two decades or so. It has been located in various journals, newsletters, speeches, newspapers, books, and in various memos and other unpublished materials.

(2) The Model: In terms of an operational model, the writer used a modified version of the system analysis paradigm (Gillespie, 1972; Thompson and Rath 1973). This model speaks to the interconnectedness of various elements within our environment.

In systems analysis we are concerned with several key variables including: (a) the decision maker(s); (b) the environmental constraints; (c) the organizational goals and objectives; (d) methodology; (e) evaluation and accountability; (f) alternative solutions; and (g) the recommended or best solution. When an organization or institution pays close attention to these basis elements there is an increased probability of continued survival.

(3) A Critique of the Model: A model is simply a theoretical framework which provides a "cognitive map" for a given investigation. There is nothing holy or sacred about it. Whatever model one uses, it is far from begin perfect.

A researcher chooses one model over another based on his or her training

background, and/or biases. Further, a model should also be chosen according to its "fitness" or its ability to significantly include the host of real variables being described.

- (a) one criticism about the system analysis model is that it is somewhat dispassionate and impersonal. It does exhibit these traits in that it is another version of the traditional variations of the scientific methods popularized by John Dewey. Such a trait viewed from another perspective can be also an asset.
- (b) Another valid criticism that has been lodged against this model is that it pays little attention to the past. True, it is a method which deals with the "here and now." Thus, the investigation must compensate for this bias. This can be done by plainly pointing out the historical setting.
- (c) Furthermore the model is under girded by the status quo and tends to support it (Gouldner, 1970). In other words, the model is biased toward keeping things in order or stable. And it could be argued, that Black colleges are struggling against the status quo.

Now, this investigator will compensate for these model deficiencies in the following ways: (1) acknowledging these deficits is initially one way to balance the discussion, (2) noting the historical oppressive American environment, (3) bringing personal compassion, warmth and humanism to an impersonal and somewhat cold methodology, and (4) avoiding the pitfalls of "the law of the instrument" syndrome that goes with the many biases and assumptions of any model by the discriminating and creative utilization of it when and where appropriate.

Thus, the model is a more tool that the researcher uses for his/her purposes and not the converse.

D. Organization: This brief paper shall be organized under the following major sections:

- I. Introduction and Background
- II. Review of the Literature
- III. Findings and Discussion
- IV. Implications and Policy Alternatives
- V. Summary and Conclusion

E. Significance: This topic of Black colleges and universities and their related critical issues are important because these institutions have produced the bulk of all Black college graduates and professionals in this country (Jarrett 1981, Blake 1971). Even though the percentage of Black students enrollment in at Black college and universities has lowered somewhat in the last decade, the largest single group of college graduates (about 35 to 40 percent) continue to come from Black minority institutions.

Black graduates historically and presently have contributed and continue to positively participate in the development of American society (Jones 1981). To study these unique institutions is lay the ground work for the subsequent improvement in the quality of education within these colleges and universities and in turn improve the quality of life American society.

F. Purpose: The purpose of this paper is to provide a documentary base for the further development of Black colleges and universities. A secondary purpose is that of any research act which is the generation or creation of new knowledge. The hope is that this analysis will encourage other similar and subsequent studies which will analyze other critical issues of Black colleges and universities not covered in this study.

B. Thesis: The primary thesis of this paper is that Black colleges and universities are fundamental sorts of the American society which is fraught with change, chaos and an overwhelming amount of post-industrial traits. The survival of these minority institutions will depend on their ability to keep pace or stay abreast or ahead of an increasingly technological society.

II. Review of the Literature

The review of the literature is divided into three primary parts: (A) A Historical Note on the American Environment, (B) Black Colleges and Universities and (C) Contemporary American Society (i.e. its climate). Each of these areas is important. Thus, from a systems point of view, it is important to understand the external environment if we are to have any degree of success controlling and organizing our internal environments as Black colleges and universities. The external by its very nature, impacts upon the internal ones.

(A) A Historical Note on the American Environment: (1) Involuntary Immigrants: Continuing the parallel between Black people and Black colleges in America, it can never be over emphasized that Blacks came to America against their will as chattel. The dehumanizing process of the "middle passage" and the "peculiar institution" of slavery is unparalleled in history. (Salk, 1966; Higginbotham, 1973). Unlike other American immigrants Black, could be easily identified by skin color which made it easy for whites to discriminate against them by de jure methods of Jim Crowism, public policies, and court decision (i.e. "separate but equal" and others).

(2) Oppressive Environment: Reflecting upon the situation one can readily see that the American environment historically has been a hostile, oppressive and depersonalizing for Black people and Black colleges. The social, cultural, and

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political mores demeaned anything Black as worthless and inferior. While on the other hand, anything white was considered ideal and superior (Bennett 1972, DuBois 1953; Mami, 1965).

Thus, Blacks in a way were considered "non persons" and in the same way Black colleges were respectively considered in a similar fashion. There have been inherent contradictions in this country's historic documents like the U.S. Constitution or The Declaration of Independence and its treatment of Blacks and Black colleges.

- (3) Racisms: In contemporary America racism has been identified by a number of studies like the Myrdal report, the Kerner Commission and the Truman report as a major factor in this discriminatory treatment. In this century the federal government has at various times through laws, court decisions and executive orders attempted to rectify the unequal treatment of Blacks (Schwartz and Disch, 1970; Segal 1967; King, 1963; Young, 1971). Some progress has been, however, there is need for a lot more.

So then, the American hostile, oppressive and racist environment is the supra system or setting which includes and acts upon Blacks and their colleges. Blacks and Black colleges historically have had to struggle vigorously for whatever they got. And what they got was seldom enough. However, despite these encumbrances both are here today. Thus, the condition of Blacks and Black colleges in America today is primarily a result of the all embracing oppressive and hostile environment. These conditions within Black colleges and Black people are a response to this environment which has racism, oppression

and hostility as major inputs.

B. Black colleges and university: (1) Financial Crisis: In the time available to conduct this research this writer saw the concern for money or funding come to the fore over and over again (Brimmer, 1971, Kleiman 1981). It appears to be the number one issue regarding minority institutions of higher education.

Historically, this is not a new problem. But instead it is one that has plagued Black colleges and universities since their inception shortly after the Civil War (Nabrit, 1971). This shortage of funds has kept Black institutions of higher education in a perpetual unstable condition with respect to political, educational, and directional stances.

Such concerns have ramifications such that certain Black colleges and universities survive primarily on their tuition and fees. At times the institution may have to dip into its endowment to keep its doors open. Some Black colleges or universities have had to borrow to stay afloat fiscally (Nabrit, 1971).

Often the indigenous community in which a given Black college exists seldom is a provider or a significant financial benefactor to this institution. Further, some graduates or alumni of these institutions generally are seldom active participants or benefactors in their former institution's funding efforts (Trent, 1971).

Further, budgeting with respect to financial planning from year to year or perhaps even multi-year cycles is a practice which might be helpful to many of these schools. And when we consider the various echelons within a given Black college like department, division or even a school, it was found that such budgets are seldom found (Nabrit, 1971).

Now from another view, Black colleges have had to exist in an environment

which has been less than sympathetic. Their major benefactors have been primarily white philanthropists, corporations and the federal government. The Julius Rosenwald Fund, funding from the Rockefellers and other private and non-profit concerns were extremely helpful in initially getting Black colleges off and running (Drake, 1971). But within the last several decades acquiring private foundation monies has been quite difficult. Further, the church affiliation support of many Black colleges -- not withstanding -- needs to be increased. But without it, many of these colleges and universities would have found it difficult to survive (Nabrit, 1971).

(2) Goals, Objectives and Purpose: Black colleges and universities originally were established to educate the needy and newly freed slaves. This could have occurred, in theory, within the existing institutions of higher education assuming racism was not a factor. In practice, however, this was not allowed because racism was a factor and Blacks were prohibited from attending these predominantly white colleges and universities. Since there were no other institutions of higher learning, Black colleges and universities were borne out of a need to satisfy the initial purpose of educating freed Blacks.

The issues surrounding goals, objectives and purpose or direction have been controversial for many years among and within some Black colleges. Some Blacks perceive Black colleges primarily as a means of liberation and education, whereas historically many whites often perceive them as a means of a limited education, which provide the Black man with the civilities and moral fiber of life. And what is significant about this situation is that the white benefactors and philanthropists who financially supported Black institutions naturally had a measure of clout regarding what was taught. So just as as things are today, they were also then enigma. Dr. Mack Jones of Atlanta University points out these

enigmas by saying that the goals of Black colleges have been always "antithetical" (Jones, 1971). Even though Blacks, wanted other things taught, for example, often times their lack of finances and influence may have taken the wind out of their sails, so the controversy continues.

At this point it is instructive to cite an example a set of goals and objectives of many, if not all Black colleges perceived by one authority, W.E.B. DuBois. He viewed them as "missions" of Black colleges and universities which were: (1) Establishing the principle that higher education should be made available for Blacks, (2) The defense of the of racial equality of combatting international and rational doctrines to the contrary, (3) The establishment of freedom of Negro Colleges to decide what they would teach and to whom it would be taught, and (4) The promotion of social power and democracy for Black people by working for enfranchisement and the gradual acquisition of political power (Jones, 1971). Other sets could be cited here but for the sake of brevity DuBois' four "missions" suffice for this discussion. It is obvious from these four "missions" that DuBois was a strong activist for Blacks and thought Black colleges should be also.

It is no wonder then why some Black colleges are involved in administrative debates over goals, objectives and purpose. The very nature an origin of the Black college in a hostile American environment with multi-racial and multi-institutional benefactors spawn such this condition.

(3) Governance/Administration: In most of the Black colleges and universities in this country both the student population and faculty are relatively small. The largest of these schools Howard has an estimated student enrollment of 12,000. The next largest is Southern University with approximately 10,000 enrolled students. Other small schools include Bennett College, Allen University and Shaw Universities which have student populations that approximate roughly 1,000

to 1,500 students.

A fact which continually recurred in the literature is the strong form of leadership which appears to be the mode found in many Black colleges and universities via the president of the institution. In several instances these characterizations were viewed as both criticisms and assets (Dunham, 1969; Henderson, 1971).

Dr. Vivivan Henderson takes issue with the critics by pointing out that historically it has been shown that this strong presidential behavior has been a common positive trait of Black colleges presidents. He further states that strong leadership in most cases had to exist because of the fragileness or instability of the Black college or university in question (Henderson, 1971).

On another dimension it has been noted that the faculty and staffs at various Black institutions of higher learning have little input about how their respective institutions were operated (Johnson, 1971).

Moving still further along this governance continuum to the policy making mechanism which usually is the board of trustees, the literature points out the means by which this particular function has been carried is in need of vast improvement in these colleges. In 1969 Nabrit and Scott completed a study which included fifty private schools (Black colleges). Their findings relate quite well to the administration of these colleges and our present discussion.

Nabrit and Scott concluded this illuminating study of the governance and administration of these fifty Black private colleges with the following statement:

...the future of these colleges will depend on whether or not an effective governance structure can be developed, and in which the president properly and officially consummates the aspirations of the college...and where the board, meeting with the president

can anticipate and plan strategies rather than having to react to an emergency....

It is clear that governance, including all its multivarious elements such as students, faculty, staff and various committees is, in fact, relevant if we really hear and understand what Nabrit and Scott are saying in their conclusion. Further, Henderson points out how this particular summary "serves the purpose of suggesting the key role of management, control and governance in determining the direction in which Negro college are going as they face the future" (Henderson, 1971).

C. Contemporary American Society (Its Climate): (1) Change-the Reliable Constant: From general viewpoint this discussion will now become pervasive enough to include a large portion of the external American environment which has a significant impact upon Black colleges and universities. By looking at the environment as it presently exists and then projecting how it will look in the future, our strategy then is that through this process we can acquire some valuable bits of enlightenment which will be helpful to the survival and continued maintenance of Black colleges and universities in this nation.

The changes that are occurring appear on all levels. From the demographic perspective--for example--the baby boom is over and higher education in general is gearing down to operate in a declining mode (Gay, Dembowski, and McLennon, 1981). On the governmental public policy dimension, there appears to be fewer opportunities for available funding for educational programs and any type of social research (Miller, 1981).

(2) Sophisticated Decision Making Methods: One of the trends which occurred several years ago was echoed by Whyte in his book: The Organization Man (Touchstone, 1956) was the concept of "group think" as a means of decision

making. It has been in one scientific study after another that in a simplistic sense "two heads are better than one, "or "five heads are better than three." The point here is that decision making about extremely difficult problems is not simply the province of a single administrator, president or executive officer anymore. It is rather the responsibility of a team of individuals, staff members or persons on an executive "committee". It has been found that the social chemistry created coupled with the combined skills, abilities, knowledge, wisdom and experience of all participants or team members somehow are invigorating and self reinforcing as to result in group a solution which is of a much higher quality than either of the members could have done singularly (NASA, 1974).

Organization theory is another aspect of the managerial revolution that this country has been in for the last ten to fifteen years. This area of study relates to the function, structure, constraints, incentives, decision methods, leadership and other variables whether internal or external to a given organization. Some of the results of the findings in this important area has caused various organizations and corporations to completely revamp their structures and to make their organizations' activities more congruent with their stated goals, objectives and purpose.

Some of the other contemporary applications and methods of decision making, planning, accountability and related areas include such things as systems analysis, Program Evaluation Review Technique (PERT), Management by Objectives (MBO), mathematical modeling and forecasting with the computer, the Delphi Method and generally more quantitative/statistical and/or technical reports, studies and related data (Drucker, 1956). One can see decision making, "per se", has been transformed significantly with the utilization of these modern innovative methods. In order to predict future eventualities such

methods are essential along with the necessity of accurate data. Decisions and agreed alternatives can be no more valid or reliable than the data base out of which they grew.

(3) A Post-Industrial Society: Considering the first two sections of this discussion on the climate of the contemporary American society, it follows logically that they together represent the Post-Industrial Society of which Galbraith spoke (Galbraith, 1967). It is a world where the challenges of productivity have all but been conquered. It is a kind of "Global Village" in Marshall McLuhan's terminology which is continuing to shrink as a result of today's futuristic telecommunications satellites, laser beams and miniaturization. It is a world of computers (at work and at home), cybernation, micro-electronics, automation and robots (Norman, 1981). It is a world where one machine diagnoses another machine. It is a world where often in an unusual diabolical sense--people at times substitute for machines that are in disrepair (Shaiken, 1980, McLuhan and Fiore, 1967). These machines and cybernation shall do most of the work as we know it in the society of tomorrow.

In the new age of extensive machine technology there will be general problems because of man's fear of them which can be compared with today's phobias about the computer. The processing of interacting humans with super-high technology will be somewhat difficult, nevertheless inevitable. The need for Black colleges in an era of super high technology shall continue to exist, however, the nature of these institutions will be somewhat different from what they are today (Hayes, 1981). In general, they will be more modern, more responsive and more innovative in meeting the needs of their space age Black clients/students (Gillespie, 1982).

III. Findings and Discussion

A. Findings: These items have been discussed in our brief review of the literature. It was found that Black colleges and universities have been affected by a number of critical issues. The three that were singled out for this analysis were those that the author thought were the most pressing: (1) financing, (2) goals, objectives and purpose and (3) governance and administration.

Another set of findings revolve around the strengths that Black colleges and universities have exhibited in the century or more that they have existed. Some of these positive attributes have already been cited under other rubrics like function and mission. But I will restate them now for further emphasis.

These strengths of Black colleges and universities include:

- (1) A strong will and determinated survival mechanism to overcome despite of overwhelming odds against survival
- (2) Skilled personnel who in turn contribute toward a productive society
- (3) An institution which complies with and defies traditional American educational expectations
- (4) A symbol, and mechanism for Black and Third World identification
- (5) A surviving-existing Black institution with strong humanistic values
- (6) A reservoir, achive and/or depository of Black culture, artifacts and historical writings
- (7) An innovative educational system for the Black underpriviledged and underclass
- (8) An agency of liberation and education for Blacks in this Western Diaspora
- (9) A provider of role models in the areas of Black leadership, intellectualism, research and service

These items are obvious nevertheless they are worthy of restating. Education as defined by Blacks for Blacks is a strength just as it is a strength for Black to define themselves politically (Carmichael and Hamilton, 1969).

B. Discussion: Given the foregoing it becomes increasingly clear that when we look at many of the present concerns and critical issues surrounding Black college and the current Post-Industrial age, a change commensurate to the times has to occur.

By this I mean the financing, direction and governance of a some Black colleges and universities must be improved for future survival. And as one noted authority put it we should not only be concerned about "survival" alone but "survival with quality" (Henderson, 1971).

In the area of financing which has historically been critical within Black colleges there has got to be increased emphasis for acquiring more funds almost immediately. Given the present downturned economy, the change in governmental educational policies, and the governmental RIFs plus the Proposition 13 syndrome among states and county governments, financing will be difficult to come by (Ellenbogen, 1981).

New, more modern and innovative methods of raising revenue must be created by these schools. Just as Black colleges have lead higher education in open admissions, they must lead here also. New sources of income must be found as the present ones continue to dry up. Also since tuition income and student fees are so crucial to Black colleges, each schools' respective admission, recruitment and/or financial aid offices should continuously be provided with the necessary tools, personnel and administrative support to bring in greater numbers of new students (Jarrett, 1981).

(1) Some Black colleges should be more innovative in their acquisition of new students. Current demographic trends are indicating there is a decrease

of the traditional 18-21 year old college students. Thus, Black colleges must now aggressively tap the market of older students such as: (a) those who stopped or dropped out of college many years ago to raise a family or seek a career; (b) veterans; (c) professional personnel who need and seek further credentialing; and (d) the elderly citizens who seek education now that they have retired. New students can be attracted with more exciting and challenging programs (Brimmer, 1971). Such academic innovative programs might include: (1) internships; (2) a gifted and talented student program; (3) a weekend college; (4) dual degree programs; (5) residential colleges; (6) big brother/sisters program; (7) year abroad and exchange programs; (8) Alumni college summer programs; and (9) various pre-professional programs which provide certificates, incentives and other interim awards.

The financial aid officers at Black colleges, must continue to wrestle with the possibilities of coming up with new creative loans, scholarships and individual financing packages between their students and local lending institutions, business corporations, other small businesses and professionals, non-profit associations, sororities and fraternal groups, community groups and churches. The point here is that as the federal government programs such as BEOG, College Work Study, slowly diminish Black students will have other alternatives for financing their education. New alliances and associations should be established between various Black colleges and financial and lending institutions.

(2) In reference to the antithetical goals and purposes, Black colleges that are aware of their current environment will continue to tighten up these areas because it will help them promotionally as they seek new funding and new student clientele.

Various task forces made up of all the many publics of a given Black college can be used to move forward on this central issue.

We must first know clearly what it is that we are about before we set out to do it. Agreement on such issues as goals, objectives and purposes will not be easy to acquire, but the process here is key and if done properly, it will be a healthy exercise for all those Black institutions of higher learning that seriously attempt to deal these with gripping concerns.

(3) A similar process of accountability and management might be applied to the governance of certain Black colleges and universities where they are not already being used. Decision making would then be more diffused. The president is the executive who should spend a significant amount of time planning. There must be established-written job description of each staff member as a beginning of this management accountability process (DeArmond, 1946; Newman 1951; Thompson and Rath 1973).

The executive officer in the driver's seat would be on top of the information provided to him by his staff. Updates, status reports, and progress documents would be periodic, concise, and brief. There should be an orderly structured and coordinated system of information within the administrations of certain Black colleges and universities where they do not already exist. This is where the sharing and team building occurs. This is an actual functioning decision-making body. It is not just for show or giving the semblance of participatory decision-making--it rather is the "real thing."

The governance and management system of a Black college also controls, directs and provides for the evaluation of results not only for the institution's service products but also for its own internal fiscal and financial operation. An important inclusion here is a budget for the various departments, or divisions. Naturally, a periodic feedback system on previous budget allocations should be a subsequent action. Otherwise, the budget is of little practical use.

An organizational chart as a management tool might be helpful in illustrating

the relationships of the various administrative officers. In the area of organizational development of new programs, or innovations they should start at the top. In so doing such changes will have the approval and sanction of the executives and thus will have a better chance at succeeding. Today, management, governance and/or administration have become sciences and can be mastered. This is not to say that they are not arts as well because they are.

IV. Implications and Policy Alternatives

A. Implications and Policy Alternatives: What does all of this discussion about Black college and universities mean to the several publics of these struggling minority institutions? By publics we are talking about the various constituents including: students or clients, their parents, the faculties, the staffs, the respective funding agencies and, of course, the executive leadership including the board of trustees. Below is a list of the several actions and/or strategies that Black colleges can take by way of policy implications:

- (1) --It means that somebody has got to make the tough decision as to departments or divisions are more viable.
- (2) --It means we must aggressively approach our alumni and graduates straight--and request their assistance financially. This dimension of fundraising will not happen overnight in that such relationships must be groomed.
- (3) --It means that executives committees, presidential cabinets and boards of trustees must continue to forthrightly deal with the short and long range policy issues--in an innovative and thorough way. Thus, the policy making bodies would be showing through their actions--that, in fact, a real crisis is at hand.
- (4) --It means that we must devise more and new promotional programs which seek funds from local, indigenous churches, community groups social organization as well as the non-profit funding agencies and foundations nationally and regionally.

(5) -- It means that the multifaceted dimensions of these critical issues are too much responsibility for one person to adequately handle. Thus, a division of labor among the respective staffs and administrative officers should occur for continued success on these several fronts.

(6) --It means that we have to reach down into our inner most depths to find those mental, psychosocial, and collaborative skills and abilities that have always existed among us.

(7) --Lastly it means that we have to be as creative, innovative, and progressive as we possibly can. We must utilize those existing consortia and cooperative programs and develop liasons between Black colleges. As in other situations, we need each other and can help each other.

For a number of Black colleges it means possibly the restructuring of parts of their administrative and organizational entity. For some Black colleges, it will be tough, to carry out some of these policy alternatives but to make it into the twenty-first century this is a small price to pay.

B. Limitation of this Study: Some of the limitations of this paper are related to the system analysis model which have already been discussed in the introduction. The results and conclusions herein can be no more valid and credible than those secondary documents and other research findings from which this paper has been derived. This literature survey was limited in terms of time, effort and data availability. The colleges under investigation here have been primarily the 4-year Black Historical Institutions. Obviously then, this investigation leaves out any discussion Black community or junior colleges.

Moreover, these limitation were considered in the conceptualization of this paper and hopefully have been reduced or controlled whenever possible. Because this was a literature review and not an empirically based study involving a random sampling and questionnaire, its findings whether conceptual and/or action oriented cannot possibly be applicable to all Black of 4 year

colleges. Again it should be remembered that this paper is a conceptual study which resulted from one investigator's reading of a limited amount of the literature regarding Black colleges and higher education: Nothing more nothing less.

IV. Summary and Conclusions

A. Summary: Initially, this study has as its objective the stimulation and provoking of thought and concern around three critical issues affecting Black colleges and universities which were: (1) Financing, (2) Goals, Objectives and Purpose, (3) Governance and Administration. We saw what the selected survey of literature had to say about each of areas (a) a Historical Note on the American Environment (b) Black colleges and (c) The Contemporary Climate of America (the age of technology).

Financing has been the most critical issue in Black higher education since the inception of these schools. Black institutions of higher education historically have not been funded adequately, yet because of their strengths and determination somehow they miraculously survived.

Because of the hostile external American environment which Black colleges emerged and exist in even today, their goals, objectives and purposes often were antithetical. This becomes clear when we realize that most of the funding of Black colleges comes from outside the Black community (i.e. corporations, businesses, and non profit agencies and foundations plus the federal government).

We saw how governance and administration within Black minority institutions appear to be in need of improvement. The concept of "Presidentialism" was described although not named as such. It is the situation where the college president significantly influence many areas of the given Black college or university. This leadership behavior, however was put into focus. And in

many instances such strong leadership was necessary for the survival of these institutions within the oppressive American external environment.

After reviewing the literature in these three major areas, we looked at the several positive traits or strengths of Black Colleges. Several of these included such assets as: (1) the exhibited strong will, desire and determination to survive despite existing external constraints, (b) a devise, symbol and institution for Black and Third World identification, (c) an innovative humanistic educational system and paradigm for the underprivileged and underclass and (d) a provider of leadership, intellectualism, research and service role models.

Next we briefly looked at the American contemporary society as the third major part of this literature review section. We saw how change is one constant that we shall face in the external environment of Black colleges. We saw how new methods of decision making will be heavily oriented toward statistics and technical content. There is presently an emphasis upon human productivity. So accountability systems like PERT, NBO and System Analysis are being used to achieve effectiveness and efficiency by various contemporary organizations within the American environment, including those in higher education.

Today's society is Post-Industrial. It has the tendency to become a service oriented society. In such a society individual skills, abilities and expertise will of necessity be a requisite to survive as a citizen.

Following these discussions we merged the findings of the review of literature. We saw that there is a pressing need for Black colleges to continue to "tighten" up, their mechanisms and controls which relate to the three critical areas of: (1) Financing, (2) Goals, Objectives and Purpose and (3) Governance and Administration.

B. Conclusions: This paper dealt with three important areas that this writer/researcher found most crucial to the survival of Black colleges and

universities through the rest of this century.

The policy implications revolve around what it takes to get a given Black college or university to continue to seriously deal with some of the critical issues. This is a recommendation to put a new urgency on the process. They must be faced squarely and dealt with as forthrightly as possible. And even after this, these thorny issues will be difficult to completely solve.

This continuing process of renewal and regeneration will require a small cadre, ideally the president, his cabinet and perhaps the executive committee of the respective boards of trustees. Their continuous effort to ameliorate some of these enigmas will be pivotal in the survival of Black colleges and universities in the 1980's and 1990's.

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